

**RIDGECROFT SCHOOL
LANGUAGE ARTS
GRADE 5**

Language Arts in Grade 4 will focus on the development of the English language in three areas: (1) grammar and language conventions, (2) reading, and (3) writing. The NC Standard Course of Study is used as a guideline for a scope and sequence to goals and objectives. Specifications for the required writing portfolio are also included.

PACING GUIDE

Resource: Houghton Mifflin Literature , 2006, ISBN 0-618-61957-7

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES
FIRST GRADING PERIOD	30 Days	
Theme 1: Nature’s Fury Focus on Tall Tales		1.01, 1.02, 1.04, 1.05a,c, 2.01, 2.02, 2.03, 2.04, 2.05, 2.07, 3.01f,g, 3.02, 3.06, 4.01, 4.02a,b,c, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.03, 5.05, 5.06, 5.07
SECOND GRADING PERIOD	30 Days	
Theme 2: give It all You’ve Got Focus on Poetry		1.01, 1.02, 1.03b,c,h, 1.04, 2.01, 2.02c,d,f, 2.03a,b, 2.04a, 2.05, 2.07, 2.08, 2.09a,b,f, 2.10, 3.01e,f,g, 3.06, 3.07, 4.01, 4.02c, 4.04, 4.05, 4.06, 4.07, 4.08a,b,c, 4.09, 5.02a, 5.04, 5.05, 5.06, 5.07
THIRD GRADING PERIOD	30 Days	
Theme 3: Voices of the Revolution		1.01, 1.02, 1.03b,cmf,h, 2.01, 2.02c,d, 2.01, 2.03a,b, 2.05, 2.07, 2.08a,b, 2.10, 3.01e,f,g, 3.02, 3.03, 3.04, 3.06, 4.01, 4.02d, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08a,b,c,d, 4.09, 5.01, 5.02a, 5.04, 5.05, 5.07
FOURTH GRADING PERIOD	30 Days	
Theme 4: Person to Person Focus on Plays		1.01, 1.02, 1.03c, 1.04, 2.01, 2.02a,b,c, 2.03a,d, 2.07, 2.08d, 3.01b,c,d,e,f,g, 3.02, 3.03, 3.04, 3.05, 3.06, 4.01, 4.02a,b,c, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08a,b,c,d, 4.09, 4.10, 5.01, 5.05, 5.06, 5.07
FIFTH GRADING PERIOD	30 Days	
Theme 5: One Land, Many Trails Focus on Autobiography		1.01, 1.02, 1.03b,c,h, 1.04, 2.01, 2.02a,b,c, 2.03a,b, 2.04a, 2.07, 2.09a,b,c,d,e, 3.01e,g, 3.02, 3.05, 3.06, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08a,b,c, 4.09, 4.10, 5.02a,b, 5.05, 5.06, 5.07
SIXTH GRADING PERIOD	30 Days	
Theme 6: Animal Encounters		1.01, 1.02, 1.04, 2.01, 2.02d,f, 2.03a,b,c, 2.05, 2.07, 3.01f,g, 3.02, 3.05, 3.06, 4.01, 4.04, 4.05, 4.06, 4.07, 4.08b,c, 4.09, 4.10, 5.01, 5.02, 5.03a, 5.05, 5.06, 5.07

NC STANDARD COURSE OF STUDY (www.ncpublicschools.org)

COMPETENCY GOAL 1: THE LEARNER WILL DEVELOP AND APPLY ENABLING STRATEGIES AND SKILLS TO READ AND WRITE.
<p>1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and etymologies (word origins) to assist comprehension.</p> <p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>1.03 Increase reading and writing vocabulary through:</p> <ul style="list-style-type: none"> • wide reading. • word study. • word reference materials. • content area study. • writing process elements. • writing as a tool. • debate. • discussions. • seminars. • examining the author’s craft. <p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend</p>

unknown words.

1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

- increase fluency.
- build background knowledge.
- expand and refine vocabulary.

COMPETENCY GOAL 2: THE LEARNER WILL DEVELOP AND APPLY STRATEGIES AND SKILLS TO COMPREHEND TEXT THAT IS READ, HEARD, AND VIEWED.

2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- making predictions.
- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.
- drawing on personal, literary, and cultural understandings.
- seeking additional information.

2.03 Read a variety of texts, such as:

- fiction (tall tales, myths).
- nonfiction (books of true experience, newspaper and magazine articles, schedules).
- poetry (narrative, lyric, and cinquains).
- drama (skits, plays).

2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:

- plot development.
- author's choice of words.
- effectiveness of figurative language (e.g., personification, flashback).

2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).

2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).

2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.

2.08 Explain and evaluate relationships that are:

- causal.
- hierarchical.
- temporal.
- problem-solution.

COMPETENCY GOAL 3: THE LEARNER WILL MAKE CONNECTIONS THROUGH THE USE OF ORAL LANGUAGE, WRITTEN LANGUAGE, AND MEDIA AND TECHNOLOGY.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing word choice and content.
- examining reasons for a character's actions, taking into account the situation and basic motivation of the character.
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience.
- examining alternative perspectives.

3.02 Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.

3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).

3.04 Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.

3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.

3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

3.07 Make informed judgments about:

- bias.
- propaganda.
- stereotyping.
- media techniques.

COMPETENCY GOAL 4: THE LEARNER WILL APPLY STRATEGIES AND SKILLS TO CREATE ORAL, WRITTEN, AND VISUAL TEXTS.

- 4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
- 4.02 Use oral and written language to:
- formulate hypotheses.
 - evaluate information and ideas.
 - present and support arguments.
 - influence the thinking of others.
- 4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.
- 4.04 Select a self-evaluated composition for publication and justify rationale for selection.
- 4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.
- 4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content
- 4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters-to-the editor, business letters).
- 4.08 Focus revision on target elements by:
- improving word choice.
 - rearranging text for clarity.
 - creating simple and/or complex sentences for clarity or impact.
 - developing a lead, characters, or mood.
- 4.09 Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).
- 4.10 Use technology as a tool to enhance and/or publish a product.

COMPETENCY GOAL 5: THE LEARNER WILL APPLY GRAMMAR AND LANGUAGE CONVENTIONS TO COMMUNICATE EFFECTIVELY.

- 5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).
- 5.02 Demonstrate understanding in speaking and writing by using:
- troublesome verbs.
 - nominative, objective, and possessive pronouns.
- 5.03 Elaborate information and ideas in speaking and writing by using:
- prepositional phrases.
 - transitions.
 - coordinating and/or subordinating conjunctions.
- 5.04 Determine the impact of word choice on written and spoken language.
- 5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.
- 5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
- 5.07 Edit final product for grammar, language conventions, and format.
- 5.08 Create readable documents through legible handwriting and word processing.

TEXT IN GENRES FOR GRADE 5

FICTION	NONFICTION	POETRY	DRAMA
<ul style="list-style-type: none"> • Storybooks • Short chapter books 	<ul style="list-style-type: none"> • Newspapers • Telephone books • Signs/labels 	<ul style="list-style-type: none"> • Short poems • Word plays (alliteration /rhyme) 	<ul style="list-style-type: none"> • Skits • Short plays